

DOCUMENT RESUME

ED 440 555

FL 801 369

TITLE A Guide to Integrating Technology into Basic Skills Instruction.

INSTITUTION Northwest Regional Literacy Resource Center, Seattle, WA.

PUB DATE 2000-00-00

NOTE 47p.

AVAILABLE FROM Northwest Regional Literacy Resource Center, 2120 South Jackson Street, Seattle, WA 98144. Tel: 206-587-4988.

PUB TYPE Collected Works - General (020) -- Guides - Classroom - Teacher (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Adult Education; \*Computer Uses in Education; \*Educational Technology; Elementary Secondary Education; \*English (Second Language); Instructional Materials; Internet; \*Literacy; Second Language Instruction; Second Language Learning; Worksheets; World Wide Web

ABSTRACT

The Northwest Regional Literacy Resource Center worked in cooperation with the Northwest Educational Technology Consortium and the Northwest Regional Educational Laboratory to learn how best to use a variety of technology-based resources to complement literacy instruction for English-as-a-Second-Language adults. This document comprises a collection of worksheets and handouts designed to assist the literacy educator in using technology in order to facilitate literacy learning. The guide includes lesson plans for creating student Web pages, and integrating the Internet and videotapes into the curriculum. (Contains 15 resources.) (KFT)

Reproductions supplied by EDRS are the best that can be made from the original document.

MCF

ED 440 555



*a Guide to.....*  
**Integrating Technology**  
*into*  
**Basic Skills Instruction**

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Catherine Contrell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Available from:

Northwest Regional Literacy Resource Center

2120 South Jackson Street ♦ Seattle, Washington 98144 ♦ (206) 587-4988

FL801369

## Description of the Northwest Regional Literacy Resource Center

The Northwest Regional Literacy Resource Center (NWRLRC) was created in 1993 by Alaska, Idaho, Oregon, and Washington with state literacy resource center funds authorized by the National Literacy Act of 1991 and distributed by the U. S. Department of Education to the governor of each state. In the summer of 1995, federal funding for state literacy resource centers was rescinded, but the partners in the NWRLRC agreed the activities and efforts of the Resource Center were too valuable not to continue and each made financial commitments to continue the Resource Center. In 1997 Wyoming joined the consortium; in 1999 Montana joined.

The primary mission of the Northwest Regional Literacy Resource Center is to enable practitioners to share the best practices and materials within the region through the Resource Library, Technology initiatives, and the development of a shared teacher-training system.

The Resource Library is a free mail-order lending library for ABE practitioners in the region, and is accessible through a toll-free number: 800-238-1234 and our web site at <[www.literacynet.org/nwrlrc](http://www.literacynet.org/nwrlrc)>. The library is continually acquiring quality resources on topics that most impact classroom practices and program effectiveness.

The NWRLRC encourages literacy practitioners to use technology more effectively in adult basic skills instruction by providing information, referrals, training at state and regional conferences, and published articles and software reviews in state newsletters. Additionally, the Resource Center publishes periodical guides to buying and using technology. Still available and in print are the *Video User's Guide* (1992), the *ESL Technology User's Guide* (1994), and the *Software Buyer's Guide* (1996, 1997 and 1998-99 editions). The *Software Buyer's Guide* is also mounted on our web site at <[www.literacynet.org/nwrlrc](http://www.literacynet.org/nwrlrc)>.

The training component of the NWRLRC is developing a support system of regional trainers to deliver in-depth in-service trainings in high-interest topics. To share the best instructional techniques and strategies, the states designed a uniform regional training development process and assigned multi-state teams of teachers to develop or revise training modules. The NWRLRC has created or adapted 17 training modules ranging from *The Adult Learner* and *Case Management* to *Learner-Centered Assessment* and *Cooperative Learning*.

The NWRLRC is governed by an inter-state, interagency Board of Governors. In addition to setting policy for the operations of the Resource Center, the Board of Governors has been exploring interagency collaboration, particularly through staff development.

## **The NETC Project**

The Northwest Regional Literacy Resource Center worked in cooperation with the Northwest Educational Technology Consortium (NETC) the Northwest Regional Educational Laboratory to support a technology enhancement initiative at instructional sites throughout the six-state region. Technology site facilitators and consultants throughout the region worked with local programs to learn how best to use a variety of technology-based resources to complement instruction. Participants were chosen by the steering committee members from each state.

Each site worked as a team to decide how best to integrate technology into programs and instruction. Each team chose to focus on a particular technology (i.e. the Internet) or a particular area of emphasis (i.e. ESL or Math) and discussed, practiced, and wrote integration ideas for this publication. Consultants worked with sites as needed.

### **NETC Steering Committee Members**

Naomi Aitken, Alaska  
Nina Beegle, Washington  
Catherine Cantrell, Northwest Region  
Cheryl Engel, Idaho  
Gary Graves, NETC  
Donna Miller-Parker, Northwest Region  
Karen Ross-Milmont, Wyoming  
Agnes Precure, Oregon  
Sue Webster, Montana

### **NETC Site Facilitators**

Naomi Aitken, Nine Star Enterprises, Anchorage  
Madelon Daniels, Eastern Wyoming College, Torrington  
Mike Evans, Eastern Idaho Technical College, Idaho Falls  
Stacie Lynch-Newberg, Western Wyoming Community College, Rock Springs  
Lori Richardson, Lewis-Clark State College, Lewiston  
Joanna Tackitt, Community College of Spokane, Spokane  
Reggie Windham, Dickenson Lifelong Learning Center, Missoula

### **NETC Regional Consultants**

Sandy Campbell, Washington  
Vickie Meneses, Oregon  
Anita Newman, Washington  
Jolene Olson, Wyoming  
Suzanne Robison, Idaho  
Alice Whitenack, Oregon

## Animals

### Beginning ESL Class

by Stacie Lynch-Newberg, Western Wyoming Community College

#### Objectives

Students will be able to read, pronounce, write, and understand names of common animals names. New vocabulary includes cow, horse, goat, cat, rat, sheep, dog, pig, bear, turkey, donkey, monkey, fox, duck, mouse, bird, chicken, crow, bat, rabbit, and fox.

Activities	Learning Intentions	Materials
Use the flashcards to introduce new vocabulary: cow, horse, goat, cat, rat, sheep, dog, pig, bear, turkey, donkey, monkey, fox, duck, mouse, bird, chicken, crow, bat, rabbit, and fox.	Introduce new vocabulary	Teacher-made flashcards
Working in pairs, have students look on the Internet at < <a href="http://esl-lab.com/animal1/animal.html">http://esl-lab.com/animal1/animal.html</a> > and work together to identify animals by the sounds they make.  Students repeat activity until they know the animal names.	Practice learning animal names	Internet access
Working in pairs, complete the exercise in <i>The New Oxford Picture Dictionary</i> pages 62-63.	Assessment	<i>The New Oxford Picture Dictionary</i>

## Assisted Suicide Law

Intermediate and Advance ESL Class

Stacie Lynch-Newberg, Western Wyoming Community College

### Objectives

Students will practice reading in the science and social studies content areas. They will increase critical thinking skills while reading, writing, speaking and listening. New vocabulary includes abortion, free speech, attorney, Martin Luther King, intimidation.

Activities	Learning Intentions	Materials
Assign reading assignment from the Internet: "Oregon Woman Takes Advantage of Assisted Suicide Law" at < <a href="http://litercynet.org/cnnsf/suicide/storyweek.html">http://litercynet.org/cnnsf/suicide/storyweek.html</a> >. Have students make a vocabulary list as they read.	Reading for comprehension Understanding new words through context	Internet
Discuss reading as a class.	Listening and speaking practice	
Students return to the web site to do vocabulary and comprehension exercises.	Reading and comprehension	Internet
Students write a paragraph expressing their opinion on whether assisted suicide should be legal. Students who are proficient with word processing can use the computer to write their paragraph.	Writing and critical thinking	Computer with word processing

## Chinese New Year

Intermediate ESL Students

By Stacie Lynch-Newberg, Western Wyoming Community College

### Objectives

Students will practice speaking, listening, reading and writing while using print and Internet support materials. Vocabulary words include bill, rabbit, dragon, envelope, firecrackers, lion, and explode.

Activities	Learning Intentions	Materials
<p>Introduce the Idea of Chinese New Year.</p> <p>Read about Chinese New Year in <i>Celebrate with Us</i>. Students complete comprehension questions on their own and discuss answers with a partner.</p>	<p>Introduce topic and new vocabulary</p>	<p>Contemporary's <i>Celebrate with Us</i> (Pages 89-95)</p> <p>Map or globe to locate China</p>
<p>Working in pairs, students read about the year of the rabbit (or current Chinese year) at &lt;<a href="http://sandiego.sidewalk.com/link/29258">http://sandiego.sidewalk.com/link/29258</a>&gt;</p>	<p>Practice reading for information</p>	<p>Internet ready computers</p> <p>Printer for students who want to print web pages</p>
<p>Discuss as a group what characteristics a person may have according to the Chinese horoscopes.</p>	<p>Group discussion, listening and speaking practice</p>	
<p>Students write a paragraph on New Year's Day or other celebrations in their home country.</p>	<p>Writing practice</p>	

# **Citizenship and the Constitution**

Reggie Windham, Dickenson Lifelong Learning Center

## Overview

Students need to be informed citizens on a local, state and national level.

## The Lesson

The purpose of this activity is to:

- Identify government officials and resources on a local, state and national level.
- Demonstrate an understanding of the government on a local, state and national level.

In this activity, students will be able to:

- List government officials on a local, state and national level.
- Identify government agencies on a local, state and national level.
- List the two houses of Congress.
- Name the three branches of the United States government.
- Name the nine departments represented in the President's cabinet.
- Determine what a presidential veto is.
- Name the two major political parties in the United States.
- Determine who makes the laws of a state.
- Describe how checks and balances work on the federal and state levels in the three branches of government.

### **Supplies Needed:**

ABE/GED Social Studies textbook with government information

Local telephone directory

Government Links diskette or Government Links handout (worksheet 1)

Internet access

### **The Activity:**

1. Before starting this activity, read about how the government works at the local, state and national level. (Use one of the workbooks or textbooks in your classroom.)
2. In your phone directory, find local, county, state and national agency listings. Define their services.
3. Discuss the student-friendly web sites (Worksheet 1). If possible, e-mail or give student an electronic copy of this handout to teach them to link to the Internet.
4. Brainstorm how else students might get the information they need about local, state, and federal government. Hopefully they will come up with some creative ways such as asking someone they know or going to the state web page.
5. Have students do the assignments (Worksheets 2 and 3). You may want to encourage students to work together.

## Citizenship and the Constitution, Worksheet 1

### Student-Friendly Government Study Sites

<http://vhsp.dphhs.state.mt.us/startmt.html>

The Virtual Pavilion: Montana and federal links to Public Health & Human Services, Labor, Education, Commerce, MT Online, Justice, and information on the Montana Governor.

<http://www.capweb.net/>

U.S. Congress info, easy way to find out who our congressional members are, how they vote, e-mail addresses.

[www.glue.umd.edu/~cliswp](http://www.glue.umd.edu/~cliswp)

Click on Women as Politicians for definitions of what provided with a woman's focus.

[www.agora.stm.it/politic](http://www.agora.stm.it/politic)

Defines political parties around the world. The U.S. has a large number of political parties.

<http://democracy.ucdavis.edu/>

Select The Congress for info on U.S. House of Representatives, U.S. Senate;  
or select The Presidency for info on the Executive Branch and all of its departments;  
or select The Judiciary for info on the Judicial Branch

[www.search-beat.com/fed-usa.htm](http://www.search-beat.com/fed-usa.htm)

Definitions, lists of government links

[www.whitehouse.gov/WH/Welcome.html](http://www.whitehouse.gov/WH/Welcome.html)

Interactive Citizen's Handbook has info on offices, agencies, info on branches of government

[www.vote-smart.org/](http://www.vote-smart.org/)

Info on government and politics  
Branches of government defined

[www.lib.lsu.edu/gov/fedgov.html](http://www.lib.lsu.edu/gov/fedgov.html)

Executive Branch, agencies, and departments  
Judicial Branch  
Legislative Branch  
Individual establishments and government corporations  
Boards, commissions, and committees  
Quasi-official agencies

[www.self-gov.org/quiz.html](http://www.self-gov.org/quiz.html)

World's smallest political quiz – Are you right or left, conservative or liberal?

## Citizenship and the Constitution, Worksheet 2

### Citizenship and the Constitution Assignment 1

Using the Internet, newspaper, other people or other resources to name the following government officials:

1. President
2. Vice-President
3. U.S. Senators from Montana
4. Member of the United States House of Representatives from Montana
5. Chief Justice of the United States Supreme Court
6. Speaker of the United States House of Representatives
7. United States Secretary of State
8. Governor of Montana
9. Mayor of Missoula

Using the Internet, newspaper, textbooks, other people or other resources to answer the following questions about our government:

10. Name the three branches of the United State Government.
11. Who elects the President?
12. Name any three departments represented in the President's Cabinet.
13. What is a presidential veto?
14. Name the two houses of Congress.
15. List the qualifications for a United States Senator.
16. Name the three United States Courts.
17. Who heads the Supreme Court?
18. Name the two major political parties in the United States.
19. What is an amendment?
20. What are the first ten amendments to the Constitution called?
21. How old must a citizen be to vote?
22. What is federalism?
23. Who makes the laws of a state?
24. How does the executive branch check the power of the legislative branch?
25. How does the legislative branch check the power of the executive branch?
26. How does the judicial branch check the power of the legislative and executive branches?

**Citizenship and the Constitution  
Assignment 2**

Study the following chart of federal, state, county and local governmental agencies. Then identify the agency that you would contact to help you solve the problems listed below. You may include other agencies not listed. Please identify your answers as federal, state, county or local/city government.

**Federal:**

Internal Revenue Service  
Post Office  
Social Security Administration

**State:**

Division of Motor Vehicles  
Environmental Protection Agency

**County:**

Commissioner of Voter Registration  
Department of Human Services  
Missoula County Public Schools  
County Commissioners

**Local/City:**

Police Department  
Fire Department  
Tax Assessor  
Chamber of Commerce  
City Council

Here are the problems to be solved:

1. You added a room to your home and want to protest an increase in your property tax.
2. You have moved to a new town and need to enroll in adult basic education.
3. Your son has reached driving age and wants to apply for a driver's license.
4. You want to know if you can deduct the cost of home insulation from your income tax.
5. Your daughter has obtained her first job and needs a social security number.
6. You need advice about how to dispose of flammable materials.
7. Your new bicycle is stolen.
8. You saw a neighbor pouring his old car oil down the street drain.
9. You have moved and need to have your mail forwarded to your new address.
10. Your son has turned 18 and wants to register to vote.
11. Your friend has home and family problems and wants some help.

*Editor's Note: As their part in the NETC project, ESL teachers from Eastern Idaho Technical College examined Crossroads Café, a video-based instructional series for the teaching of English as a Second Language (ESL) to adults. A more extensive report of their project is available through the Northwest Regional Literacy Resource Center's lending library.*

## **Coming to America**

By Glen Shirk, Eastern Idaho Technical College

### **Lesson Plan Objectives**

Students will express in their own words why they came to America.

### **The Lesson**

**Warm-Up/ Review:** Review the characters in the program and do "Before you watch" activity on pages 30 and 31 in *Crossroads Café Worktext A*.

**Presentation:** Watch *Crossroads Café*, Episode 3, through the "Culture Clip." Express to the class that all of us at one time in our families past had someone who came to America. Tell the class briefly the why my ancestors came to America.

**Practice:** Ask for volunteers to tell their story to the rest of the class. Allow other students to help them translate what they are trying to express making sure that the person speaking repeats the translation.

**Application:** Ask the students appropriate questions and compare the statements to find commonalities.

**Review:** List commonalities on the board that the students provide.

**Conclusion:** Appropriate remarks as necessary.

## **Job Preparation**

By Glen Shirk, Eastern Idaho Technical College

### **Theme**

Preparation for finding employment, job interviewing and awareness of the existence of prejudice in society.

### **Objectives**

Students will be able to: identify at least four sources for finding employment, be able to fill out a standard job application, write questions for and conduct a job interview, be able to answer interview questions posed to them by peers, express in their own words any experience they may have had with racism and or prejudice.

### **The Lessons**

#### **Lesson One: Introduction**

**Objectives:** Students will be able to identify the characters of *Crossroads Café* and demonstrate an understanding of the story line.

**Warm up:** Without giving away the plot, describe the purpose of the *Crossroads Café* program.

**Presentation:** Have the students describe in their own words what they see in the pictures on page 2 of *Crossroads Café Worktext A*. Do the exercises on page 3. Watch the first episode.

**Practice:** Have the students identify the characters on page 4 of *Worktext A*. Then have them answer the questions on pages 5-8.

**Application:** Using the dialogue on page 7 as a guide, have students introduce themselves.

#### **Lesson Two: Job Searching**

**Objectives:** Students will express in their own words why they would or would not hire an individual. They will become familiar with employment resources. They will list things to do and not to do for a job interview and fill out an actual job application.

**Warm-up:** Show again Episode 1 of *Crossroads Café*, stopping the tape after Mr. Brashov has interviewed applicants and before Katherine arrives.

**Presentation:** Ask the students why they would or would not hire each of the individuals in that section of the video. Show the "culture clip" on job searching. Make a list on the board of resources for finding a job and make a list of some dos and don'ts for presentation at an interview, drawing on the information from the clip. Hand out to students an actual job application. Go through the application step by step and have them fill out the application.

**Review:** Ask the students to name the resources for finding a job, the dos and don'ts for presentation and pertinent questions about the application form.

### **Lesson Three: Interviewing**

**Objectives:** Students will take part in role playing a job interview as both interviewer and prospective employee.

**Warm-up:** Go over applications to make sure they are completely and properly filled out. Review dos and don'ts of presentation for an interview.

**Practice:** Using the application as a resource, have the students write down ten questions that an employer would ask in an interview.

**Application:** Role play with other students in the group. One acts as the interviewer and another acts as the prospective employee. Rotate to the next two in the group until all have had a chance to play both parts.

**Review:** Write on the board some of the questions asked in the interviews. Discuss the relevance and importance each question may have on the decision to hire someone.

### **Lesson Four: Prejudice in Workplace and Housing**

**Objectives:** Students will be made aware of prejudice that exists in housing and in the work place. They will be able to express their feelings about this subject.

**Warm-up:** Review with the students the job search and interview process.

**Presentation:** Explain to the students that we not only have to fill out applications for jobs, but also bank loans for cars and homes. Some places also require an application to rent an apartment. Show Episode 11 "No Vacancy." Stop the tape after the "culture clip" and talk about the job applicants and why they were or weren't chosen for the job. Show the rest of the video and ask the students to describe how they have been treated within the community. Ask them if they have had any experiences in which they had felt discriminated against. Allow the students time to relate their experiences.

**Summary:** Explain to the students that although there are laws prohibiting discrimination there are still people who do it. These laws are not unlike the speed limit laws which are consistently broken.

## **Crossroads Café—Lesson Plan for Unit 1**

by Mike Evans, Eastern Idaho Technical College

**Time allocated:** 180 minutes (two ninety minute sessions)

**Materials/equipment:** VCR/monitor, videocassette for Unit 1—“Opening Day”, *Crossroads Café Worktext A*, *Crossroads Café Photo Stories A*, employment application from *Personnel Director*.

**Objective:** Students will become familiar with language used in applying for work.

### **Activities, Session 1:**

1. Whole class activity. Distribute Photo Series A. Pre-teach the terms crossroads and opening day. Go over the photo story on pages 3-12, explaining new words as needed. Interrupt the story every 12 to 15 frames and show the portion of the video relevant to the pictures just presented. Call for questions at the end of each video segment before continuing to the next series of pictures.
2. Small group activity. Divide the class into mixed-ability groups of three to four students per group. Groups complete exercises on pages 13 and 14 and compare their answers with other groups.
3. Explain the activities on pages 15 and 16 and practice pronunciation of the vocabulary words. Students complete activities on these pages as homework.

### **Activities, Session 2:**

1. Whole class activity. Ask students to recall the story as presented in the previous session. Go over the assignment, calling for volunteers to supply answers. Distribute *Worktext A*. For additional review, discuss the one-star and two-star questions on pages 2 through 5. Show the video again.
2. Small group activity. Divide the class again into mixed ability groups of three to four students. Groups complete activities on pages 6 through 9 and compare their answers with other groups. Distribute employment application from *Personnel Director* or alternative source. Groups discuss similarities and differences between this application and the one in the text.
3. Assign other activities from the worktext as homework according to students' abilities.

## **Crossroads Café—Lesson Plan for Unit 7**

Bonnie Krafchuk, Eastern Idaho Technical College

### **First Evening**

**Goal:** Encourage fluency by lowering affective filter so students attempt to convey meaning.

#### **Objectives:**

1. Students will be introduced to new vocabulary: wallet, banner, ashamed, recipe, customer, delivery, flag, business partner, worry, rest, customs, uncomfortable.
2. Students will be introduced to the present perfect tense.
3. Students will understand the idiomatic expression, “to feel like a fish out of water.”
4. Students will discuss what they miss about their own country.
5. Intermediate students will tell the story of the episode in their own words.

#### **Warm-up:**

Chant “Friends,” present perfect tense, *Jazz Chants* (page 51)

Well, I've known Jack for fourteen years.  
He's a pretty good friend of mine

She's known Jack for fourteen years.  
He's a pretty good friend of hers...

Teacher sings first verse and students sing the second, taking turns throughout the chant.

#### **Presentation:**

Write vocabulary on the board. Demonstrate (when possible) and/or discuss each word.

Write episode title, “Fish Out of Water” on the board. Ask what happens when a fish is taken out of water. Explain that “fish out of water” means to feel uncomfortable.

Start reading the Photo Stories version of the episode. Check often for comprehension. Have students take the parts of different characters. After about 15 minutes, stop the reading and watch the video together. Ask them to finish reading the photo story at home.

Distribute videos to students to take home. Discuss the importance of listening and watching the video multiple times. Explain that repeated viewing of the video will provide an opportunity for the brain to experience and begin making sense of English.

## Second Evening

Warm-up:

Chant "Beaches of Mexico," present perfect tense, *Jazz Chants* (page 59).

Have you ever seen the beaches in Mexico?

Have you ever walked the streets of San Juan...

Model the chant. Check for comprehension of vocabulary. Model the chant again and then chant with the class.

**Presentation/Practice:**

Talk about the relationship between Nicolae and Victor. Ask what Nicolae missed about his country. Ask individual students what they miss about their country.

Ask students when they've felt like a fish out of water.

Ask if the students thought Victor was ashamed of his brother. Ask if they thought he was sensitive to his brother. Ask if they liked the changes Nicolae made in the restaurant.

Break the class into mixed ability groups of four to five people. Have them work on page 89 from *Worktext A*, which is a sequencing and comprehension exercise, and page 91 which uses the present perfect tense.

**Application:**

As a transition tool, do a little TPR (Total Physical Response) so folks can move around a bit. Then move the class into like-ability groups. Then have groups come up with a sentence for each person in the group using each person's name to start, such as, "Maritona has loved her husband for twelve years." Have students come up and write their sentences on the board. In their groups, have them do the following exercises:

Intermediate: Retell the story. The first person says one thing and then the narrative moves on to the next person, who keeps it going. Everyone participates, and they help each other.

Beginning: *Worktext A*, page 86: Students discuss what they see in each picture. Page 87: students complete as much as they can together to review vocabulary and check comprehension.

## **Crossroads Café—Lesson Plan for Unit 8**

Bonnie Krafchuk, Eastern Idaho Technical College

### **First Evening**

Goal: To develop fluency by providing rich context

#### **Objectives:**

1. Introduce vocabulary: hardship, exhausted, luxury, salary, weird, stretched, surprise, raising children.
2. Discuss expression, "Tired to the bones."
3. Summarize story.
4. Compare and contrast raising children in the U.S. and other countries. Discuss in which country it's easier to be a child.

#### **Warm-up:**

Natural Approach with magazine photos of kids, parents and older folks: with each picture ask, "How does this person feel?" Elicit more than one response. If someone says, "Sad," go on and get other responses such as: tired, exhausted, serious, discouraged. As each picture is discussed, put it on the chalkboard ledge and write the words suggested above it.

#### **Presentation:**

Write the episode title "Family Matters" on the board and discuss the two meanings of "matter" that apply: to be of importance; and issues or topics.

Write vocabulary on the board and explain or otherwise convey meanings for new words.

Ask students to volunteer for parts in the photo stories and begin reading.

View the video.

### **Second Evening**

#### **Warm-up:**

Natural Approach with magazine pictures as above. Carry the activity a bit further by asking for reasons why each person might feel the way she does.

**Presentation/Practice:**

Have the class summarize the story. Write the title on the board. Ask who the main characters are and write their names and approximate ages. Ask what the conflict or problem was; why was Katherine having a problem with her kids? Discuss Katherine's actions. Could Katherine have handled the situation differently?

Move the class into mixed ability groups of five people each. On the board make two columns, one headed by "Mexico" and the other "U.S." To the left of the columns write, "What are the parents' problems raising their children in..." And below write, "It is easier to be a child in..."

Assign a recorder, a facilitator and a reporter to each group. Then give them about fifteen minutes to discuss these questions. Go around to each group and help to stimulate discussion. Ask, "Why do you say that?" "Why do you feel that way?"

Ask groups to report. Write their responses on the chart on the board.

## ***Crossroads Café*—Lesson Plan for Unit 9**

Bonnie Krafchuk, Eastern Idaho Technical College

### **First Evening**

**Goal:** To analyze how we infer meaning with contextual clues when our listening comprehension is not perfect.

#### **Objectives:**

1. Students will be introduced to new vocabulary: handcuffs, toolbox, wrists, guess, gist, arrest, merchant, jail, detective, truth, discrimination, foreigner, apologize.
2. Students will describe characters from *Crossroads* and describe each other.
3. Students will compare experiences with police in the U.S. to those in their country.
4. Students will discuss what guessing is and analyze the contextual clues we use to get the “gist” of a conversation or situation.

#### **Warm-up:**

Set up three cups with a stone underneath one. Move them around and ask students to guess which cup the stone is under. Write “guess” on the board and repeat the activity several times. Explain that in learning a new language, we do a lot of guessing.

#### **Presentation:**

Write vocabulary on the board. Demonstrate and/or discuss each word.

Begin reading the Photo Stories version of the episode. Have students volunteer for the parts of different characters. Check often for comprehension. Read no more than half the story and then view the video.

Ask for reactions to the story. Ask if they feel that Jamal was discriminated against. How does Jamal behave with the police? Does he understand everything that is happening? How does he understand the attitudes of the police detectives? Now discuss how we look at facial expressions, gestures, hand movements and listen to the tone of voice and for the gist of a conversation. We use all these to infer meaning.

Ask what they would do if they were in Jamal’s place. Would they make a formal complaint? Would they drop the matter as Victor Brashov encourages?

Check the videos out to students and ask them to view them as many times as possible. Encourage use of the Photo Stories book in addition to the video.

## Second Evening

### Warm-up:

Coach students on play acting several different parts: A gentle mother cooing to an imaginary baby, two people having an argument, two people having an animated conversation while having lunch. Students act the parts and make sounds but don't speak. After each role-play, ask the class to comment on facial expressions, gestures, hand movements, tone of voice and gist of the role-play.

### Practice/Presentation:

Ask for the police's description of the suspect from the episode.

Write on the board: dark skinned, late twenties, dark hair, medium height. Discuss how this is a very general description and could apply to thousands of people in a large city.

- Ask the class to supply a description of Katherine, the waitress, from *Crossroads*. Write what they say on the board. Do the same with two other characters in the episode.
- Now use a few class members and ask for descriptions. Continue to write responses on the board.
- Divide the class into mixed ability groupings and give each group 2-3 magazine photographs of people. Ask them to write 3-5 sentences to describe the people.
- Have groups come to the front of the class and present their pictures and descriptions to the rest of the class. Ask if there are any additions.

### Practice/Application:

Tell the class that one of the people in their pictures fits the description of a suspect and has been taken down to the police station. Ask them to write the police description. Ask the group to make up a story about what the person has been accused of. Ask how the person would act in the U.S. and how it would be different in his or her country. Each group then presents to the class.

Open to class discussion: What are the differences between the police in this country and in their country. Why were Henry's grandparents surprised? How was Jamal's behavior wise? What do we do when we are not treated with the respect we deserve? More discussion of reading situations.

## **Crossroads Café—Lesson Plan for Unit 14**

Mike Evans, Eastern Idaho Technical College

Time allocated: 180 minutes (two sessions of ninety minutes each)

Materials/equipment: VCR/monitor, video cassette for Unit14, “, *Crossroads Café Worktext B*, *Crossroads Café Photo Stories B*, miscellaneous medicine bottles or *Real-Life English*, Level 2.

Objective: Students learn to read medicine labels and to describe hospital rules.

### **Activities, Session 1**

❖ Whole class activity. Distribute Photo Series B. Go over the photo story on pages 3-14, asking for volunteers to read selected sentences and explaining new vocabulary as needed. Some words and expressions that may require explanation are:

- ❖ heart attack – page 7, frame 27
- ❖ out of danger – page 3, frame 4
- ❖ strict – page 4, frame 10
- ❖ loveliest – page 5, frame 14
- ❖ paperwork – page 6, frame 21
- ❖ a pleasure to meet you – page 11, frame 54
- ❖ good to meet you – page 12, frame 55
- ❖ put on hold – from the video – (usage: to delay action)
- ❖ didn’t make it – from the video – (usage: died)

Interrupt the story every 24 frames and show the portion of the video relevant to the pictures just presented. Call for questions at the end of each video segment before continuing to the next series of pictures.

- ❖ Small group activity. Divide the class into small mixed-ability groups. Teach the term crossword puzzle and explain how to do one. Groups complete the crossword puzzle on page 16 and compare their answers with other groups.
- ❖ Homework. Explain the activities on pages 17 and 18 and practice pronunciation of the vocabulary words. Students complete activities on these pages as homework.

## Activities, Session 2

1. Whole class activity. Ask students to recall the story as presented in the previous session. Go over homework, calling for volunteers to supply answers. Distribute Worktext B. As a form of additional review, discuss the one-star and two-star questions on pages 2 through 5. Show the video again.
2. Small group activity. Divide the class again into mixed ability groups of three to four students. Groups complete activities on pages 6 through 9 and compare their answers with other groups. Compare the medicine label on page 9 with real medicine labels or with labels from *Real-Life English*, Level 2, page 64.
3. Homework. Assign other activities from the worktext as homework according to students' abilities.

## Earthquakes

Intermediate and Advance ESL Students

By Stacie Lynch-Newberg, Western Wyoming Community College

### Objectives

Students will be able to use the Internet and newspapers to read about and understand science topics (earthquakes) and how science impact their lives. New vocabulary includes lithosphere, convection currents, faults, mantle, seismograph, and Richter scale.

Activities	learning intentions	materials
Review Newton's Apple (web site for teachers) and go over vocabulary words. < <a href="http://www.pbs.org/ktca/newtons/">http://www.pbs.org/ktca/newtons/</a> >	Introduce new vocabulary	Internet-ready computer
Divide the class into two groups. One group will read about why earthquakes happen at < <a href="http://pubs.usgs.gov/gip/earthql/history.html">http://pubs.usgs.gov/gip/earthql/history.html</a> >  The second group will read about current earthquake activity at < <a href="http://pubs.usgs.gov/gip/earthql/how.html">http://pubs.usgs.gov/gip/earthql/how.html</a> >.  Students may also want to check local newspapers, on-line newspapers, or other news web sites.	Practice reading comprehension	Computers  Newspapers and URLs for news web sites
Within the two group, students can work in small groups (2-3 people per group) to write a vocabulary list and then write a summary of their reading to present to the class. If computer skills are good, have students word process summaries. Each small group should write one question about the readig for the group to answer. Turn the comprehension question into the teacher.	Practice reading, cooperative learning, speaking, and critical thinking	Computers with word processing. If e-mail is available, students can e-mail questions to teacher.
Students from group 1 make short presentations about their readings to the class. Then students from group 2 make presentations to the class.	Listening comprehension	Writing board

Teacher will put the questions generated by the small groups on one sheet for students to answer. Remind students to use complete sentences.	Practice writing. Encourage listening skills	Handout of student questions (can be put on an overhead transparency)
As a class, the group discusses their personal experiences with earthquakes.	Practicing using English while talking about the past	

## Famous Americans

Madelon Daniels and Dorothy Qualm, Eastern Wyoming College, Torrington Campus

Organizing Theme: Jean Baptiste Du Sable.

Learning intentions: Students will gain skills in reading for information, understanding common and proper nouns, reading social studies content, practicing web-based research, map reading, and writing.

Materials:

- Famous Black Americans (Steck-Vaughn)
- GED on TV's Writing Unit 3 "Nouns and Verbs" (videotape) by KET
- Map and/or globe

Activity	Learning Intention	Materials
Show and discuss GED on TV's "Nouns and Verbs"	Introducing nouns	VCR/monitor <i>GED on TV</i>
Read the story "Jean Baptiste Du Sable"	Reading/Social Studies	<i>Famous Black Americans</i>
Students make a list of nouns in the story and categorize the nouns as a person, place or thing and as either a proper noun or a common noun	Understanding nouns; scanning for information	handout of a grid for classifying nouns
Students choose one noun from the story to research such as Chicago, pirates, Patowatami Indians, explorers, or continents.	Students research topic of interest	
Students use state library web site to do initial research: (In Wyoming: <wyldweb.state.wy.use/web2/tram2/exe/log-in>)	Introduce on-line library system	Internet (LCD projector if new to on-line research.)
Students use search engines and electronic encyclopedias to find more information on topics.	Research using web	Internet, reference CDs
Students locate geographic site relating to their topic on a map or at <www.terraserver.com>	Map reading	map, globe, and/or web site

## Kennewick Man

Intermediate and Advance ESL Class

By Stacie Lynch-Newberg, Western Wyoming Community College

### Objectives:

Reading in the content area science. Encouraging critical thinking while reading, writing, speaking and listening. New vocabulary includes: anthropologist, ancestor, plaster, Pagans, Asatrus, Vikings, DNA, frustrating, skeleton, carbon dating, characteristics, and pelvis.

Activities	Learning Intentions	Materials
Assign reading assignment from the Internet: "Kennewick Man Skeleton Dispute" at < <a href="http://litercynet.org/cnsf/kennewick/story.html">http://litercynet.org/cnsf/kennewick/story.html</a> >. Have students make a vocabulary list as they read.	Reading for comprehension; understanding new words through context	Internet
Discuss reading as a class. Use a globe or map to find countries and states mentioned in the reading.	Listening and speaking; map reading skills	Globe or world map
Students return to the web site to do vocabulary and comprehension exercises.	Reading and comprehension	
Students write a paragraph expressing their opinion on who should get custody of Kennewick Man.	Writing and critical thinking	

## Popocatepetl's Shadow

ESOL Intermediate and Advance Class

Stacie Lynch-Newberg, Western Wyoming Community College

### Objectives:

Students will be able to read, write, understand and talk about volcanoes. By reading about volcanoes, students will understand new vocabulary through the context in which it is used. New vocabulary includes emergency, evacuation, bulletins, volcano, cone, eruptions, molten furnace, refuge, lava, flee, slopes, overflow and warnings.

Activities	Learning Intentions	Materials
<p>Students take turns reading aloud from "An Island is Born".</p> <p>Students complete vocabulary exercises from pages 31-33.</p>	<p>Learning new vocabulary from context of reading</p>	<p>Steck-Vaughn's <i>Vocabulary Connections Level D</i> workbook</p>
<p>Using the Internet, read "In Popo's Shadow" at :  <a href="http://unam.netgate.net">http://unam.netgate.net</a> and  <a href="http://volcano.und.nodak.edu/vwdocs/current_vols/popo/mar5popo.html">http://volcano.und.nodak.edu/vwdocs/current_vols/popo/mar5popo.html</a></p>	<p>Practicing understanding new vocabulary in another context</p>	<p>Internet Printer for students who want to print articles for easier reading.</p>
<p>Class discussion: Popo's shadow.</p>	<p>Listening and speaking practice; learning about the impact of living with a volcano</p>	
<p>Students complete teacher-made worksheet (Worksheet 1)</p>	<p>Assessment</p>	<p>worksheet</p>

## Popocatepetl's Shadow, Worksheet 1

Name \_\_\_\_\_

Date \_\_\_\_\_

What is the volcano's full name? (Remember that Popo is a nick name.)

What does its name full name mean?

Are the people who live near Popo worried?

What does Popo keep blowing up in the air?

What do news reports keep announcing?

What are rural residents more worried about than El Popo?

## **Student Web Pages**

by Lori Richardson, Lewis-Clark State College

*Editor's Note: The following section describes the process Lori Richardson used to teach critical thinking skills and prepare students for the GED tests by having them create their own web sites. Lori did this project as a NETC participant but also as her Master's project. The full report of her Master's project is in the lending library at the Northwest Regional Literacy Resource Center.*

### **Participants**

The participants in this project were four ABE students. They included two women and two men ranging in age from 17 - 35. There were also three different academic levels: one man was L. 1, which correlated to a grade level range from 2.0 to 5.9; two women were L. 2 which spanned 6.0 to 8.9; and one male, who had completed his GED, was L. 3 which spanned from 9.0 to 12.9. He was working in the lab learning computer skills prior to the new school year and indicated an interest in participating.

Each student had some computer experience. One was very competent with different software, but not the Internet or designing web pages. All had some typing and Internet experience, but nothing extensive. The two female and two male students paired up naturally. Unfortunately, by the end of the second week, the one female student with a fair amount of experience declined to participate in the project. Her journal entry indicated she preferred working out of her textbooks on individual subject matters. This was also the comment made by other students who declined to participate. They were unable to see how making a web-page could assist them working toward their GED. This reluctance showed how students are unwilling to participate if the activity is not perceived as intuitive or essential for the learning task. Another individual declined to participate because he believed his work would be "on the net," which he did not want. In the end, the mix of academic levels and the small number of students allowed the necessary time for individualized attention.

### **Steps of the Project**

The plan was to teach students how to make their own thematic web pages with specific GED content. The students chose a theme and researched it. That information provided the foundation to develop a social studies page, a science page and a math page linked to the students' personal page. Over the course of 10 weeks, the students completed their web pages to varying degrees. One student completed his web page and put it up on the Internet, one was in the final revision stages and one was pulling together the last page and pictures.

#### **Week 1:**

Four students agreed to participate in the project. I provided a working folder for them to use for journal entries, design work, storing worksheets and recording and rating URLs. I also included a write-up of what I envisioned the project to look like and my expectations for each of the pages (Worksheet 1). The students learned how to use the task bar to switch from the Internet and word processing documents. This was useful because it kept the students from

printing out several pages from the Internet that may have looked good and then using a few paragraphs. It also required the students to evaluate a site for information, choose specific and relevant information and put it a word processing document to use as a resource, similar to note-cards from days of yore. We looked at two personal web pages from colleagues. They each had links in them and the students spent time following them. The students learned the very basics of *Netscape Composer* to create their main page. They spent a fair amount of time exploring, searching and sharing. They also brainstormed topic ideas and learned how to make bookmarks, but did not see the value; they chose to use notebook folders instead.

#### **Week 2:**

Students were provided with a table of URLs. They spent time investigating, sharing and looking for sites relevant to their topic areas and practiced cutting and pasting. Students also were provided with a handout showing Recommendations for Constructing a Web Page (Worksheet 2). I had the opportunity to show students examples of two very different web sites for my particular topic. One was a "good" site with short paragraphs; it was simple and fun. The other one was page after page of solid text with 2 small pictures. This exercise seemed to have a powerful impact on the students because each one produced attractive web pages that seemed to incorporate most of the suggestions for "good" web-page construction.

#### **Week 3:**

Bookmarks were the challenge for this week. We attempted to learn how to sort and organize them, but we were not as successful as we hoped to be, so we let it go. Students worked to develop the template for their personal, social studies, science and math pages and to find one relevant site for their topic. I distributed a sheet of "Possible Themes for Your Web-Page" to be used to assist students with a visual organization for their pages. We discussed using the Who, What, When, Where, Why & How (5W&H) organizing structure with students and discovered they were unfamiliar with the concept.

#### **Week 4:**

I evaluated the teacher requirement of 5W&H for each content page. I handed out the 5W&H sheet (Worksheet 3), described its use in journalistic writing and then showed how to look for 5W&H in articles being evaluated. Then I assigned an evaluation assignment "What Makes a Good Web-Page?" This was not well-received (Worksheet 4) because, in one student's words, "It's hard finding ten things about one site." While doing this assignment, the same student was pleased because he learned how to do two-column layout.

Students were finding themselves at very different stages of progress. To a large extent, the L.1 and L.2 students seemed to require a fair amount of assistance. Some of the things I saw happen included a fair amount of difficulty using effective search techniques and with narrowing the topic. The positive things I observed were student attitudes toward technology and problem-solving, as well as the pleasure they showed about finding and snagging pictures and images off the Internet.

### Week 5:

The students seemed to be bogged down and spinning their wheels. A lot of the difficulty seemed to stem from lack of focus or knowing which direction to move. I asked them to remember that their focus was on researching their subject first and designing the web-page second. They spent more time exploring sites, experimenting with the design of their pages, refining search techniques and practiced using cut and paste, all of which was productive.

### Week 6:

This week was spent doing independent work. Students spent lots of time searching for material. They worked with a handout (Worksheet 5) to define the Social Studies and Science content areas specifically and to understand the instructor's expectations. A variety of reading comprehension strategies were given to students individually because each had specific areas of weaknesses with reading. At this point, the students had a strong need for coping with complexity, control, and independence, so the need for quality reading instruction was also high. We would talk about what the student would like to find and where and how he or she might find it. We would search the Internet together (usually) and then practice skimming and scanning the first page or so to see if relevant information was there. We would also incorporate visual imaging so the student could put words to the picture they had in their mind's eye. For example, the L.2 student wanted to portray her family coming out West in the 1800's. In answer to the question, "How do you think they traveled?" She responded, "By car" and wondered why I would ask such a silly question. This provided fuel for analysis, discussion and exploration. We discussed questions such as: "What did cars and roads look like then?" and "What else was happening in the nation?" Lots of good work came from this.

The GED student was stopped in his tracks. He had a beautiful web-site with lots of great pictures and a handful of paragraphs lifted directly off other web sites. This posed a big challenge because he was reluctant to do any of his own writing. I asked him to brainstorm an "I Don't Know" page and write anything and everything down, such as his page, his experiences, expectations or what he wanted people to know about it. His journal entry said it all, "I am really feeling lost, the more I do the worse it gets." This is tough to read, but he had to go through the struggle in order to make progress.

### Week 7:

Math week. This was a fun week for students. Because I was out of town, a colleague prepared a very organized and structured lesson for the students. I think having this type of an exercise was very beneficial. They did not have to create, design or analyze anything. They simply had to go to the web sites provided, plug in the figures and let their imaginations run wild. It was a very good break for them. The students learned how to do investments and amortization on the Internet. They "practiced" spending large sums of money and became aware of hidden costs (insurance, tips, ground transportation, taxes, etc.). It also gave them the opportunity to complete their math web-page.

### Week 8:

I helped students focus the information they gathered into a 5W&H outline. I used the marker-board to write the information students already had and showed them how their individual topics fit into the 5W&H format. Then we discussed what they needed to find to fill in the blank spots. This seemed to help them feel more confident about being on the right track. I also think they needed the individual attention validating their topic and research. One student commented, "I don't feel so lost now. I started doing my who, what, when, where, stuff today."

I discovered and downloaded Inspiration, a concept map software from Inspiration Software, Inc., and introduced it to students. It was a useful tool to two of three students. The L.1 student enjoyed it because it helped him create a visual image of what he wanted to say and how. The GED student was able to use it to do a detailed concept map of what he wanted on his web page. It seemed to help him organize and develop his work and thoughts and to write the pieces that had been so difficult.

### Week 9:

Students completed Input Check and Progress Evaluation sheets this week. I was pleasantly surprised to read the results of this progress check sheet. I had expected the students to be fizzling out or frustrated and there was no indication of either in their responses. I provided a rubric for students which worked well for the L.2 student who was not comfortable with the *Inspiration Software*. The GED student also noted that it was useful for him after creating his concept map. I put a blank rubric on their zip disks and provided a partially filled-in sample that I prepared for my own web-page. As the students worked filling out their rubrics or concept map, they saw the gaps in their information, so both the L.1 and L.2 students began talking a lot about their research. This provided the opportunity to challenge their thinking, teach some spelling rules and tactics so searches would be more successful, and show the students how to use their graphic organizers (5W&H, rubric, Inspiration map) as a source to search for information. I worked to teach them to be ruthless about leaving irrelevant sites promptly. This seemed to be tough to do because some thought there may be something good on the next page.

We had a NETC Consultant visit our site. One significant contribution was sharing her experience with searching activities. She had learned that students require at least one entire class session devoted strictly to learning how search engines work, how to develop effective search techniques and to narrow or specify searches more precisely. She also provided support and encouragement for the students, some problem-solving strategies, and reinforced progress of activities. There was also an opportunity for her to work with the teachers and distribute some helpful teacher resources. This was a very useful visit. The GED student was also able to do some "high-tech" problem-solving with the consultant that was beyond my knowledge level. This was exciting!

**Week 10:**

I worked with the L.1 student and we developed a story-board on the wall with butcher paper and cut-out templates. He was able to physically and visually organize his ideas under the content area and then in the 5W&H format. This seemed to help him grow in confidence and feel like he was heading in the right direction. He made this interesting comment while spelling out a word, "I'm spelling words now that I never thought I would be able to."

June 24, 1999 - A banner day!! The GED student completed his web-page. His journal entry read, "Finally done! Now I'm trying to put it on the Internet. It has been a learning experience and I guess it was actually fun even though it was something I didn't want to do." The other two students continued progressing well on their web pages.

## Instruction Sheet for Web-Page Development

Our expectations:

- ❖ We will work together to choose a topic / theme to use for the entire document.
- ❖ I expect you will NOT copy anyone else's information onto your Web Page. It belongs to you - NOT anyone else.
- ❖ I expect that this will be a fun and challenging task that we will work on together.

You will learn how to copy information from the page on the web and paste it into a word processing document (along with the site-reference). Then print it out to rewrite or summarize or put on cards as research notes to use to summarize and write up your text information.

### Home Page

This will be your personal page. Put your name and information about yourself. This may be the place for a picture of you, your family, pet, hobby, or whatever you would like people to know about you. Here are some ideas: goals, hobbies, family, accomplishments, job history (resume), and where you want to be in 1, 5, 10 years and what you'll be doing. You may also want to include links to other sites that give "cool" information about some things you have written.

This personal page will be your first step. This will be where you get your first set of instructions on how to develop a web page. It will not be put on the web at this point. We will discuss those options at the conclusion of this project.

### Math Page

One page will be the math page. For this page, you will evaluate a minimum of two sites to learn more about your chosen topic. Your goal will be to evaluate your topic from a mathematical standpoint. What type of benefit does it provide to people or nature? What do you want anyone to know about it? How can it be changed or re-developed?

OR

Work a Math Assignment—You have saved \$10,000. How would you invest it toward a goal, travel package, or hobby?

Please record the web pages you visit on the class web-site record sheet, along with your evaluation of the site. If there is information you wish to use from this article, cut and paste what you would feel would be useful and put it into your word processing document. If you wish to visit additional sites, gather different information or use other sources, you may.

When you are ready to begin organizing your information, we will work together on it.

### **Social Studies Page**

One page will be a social studies page. For this page, you will evaluate a minimum of two sites to learn more about your chosen topic. Your goal will be to evaluate your topic from a social studies standpoint, i.e., what is the history of your subject, where did it originate and why? What was going on in the world, U.S. or your state at the time it was created or became famous? What type of benefit does it provide to people or nature? What do you want people to know about it?

OR

Pick a time in the "life of" your topic and explore all of the social studies areas about this topic: what was happening politically, locally, socially, etc. at this time?

Skim the articles: read the first paragraph, the first and last line of every following paragraph and the whole last paragraph.

Please record the web pages you visit on the class web-site record sheet, along with your evaluation of the site. If there is information you wish to use from this article, copy and paste what you feel would be useful and put it into a word processing document.

### **Science Page**

One page will be a science page. For this page, you will evaluate a minimum of two sites to learn more about your chosen topic. Your goal will be to evaluate your topic from a science standpoint, i.e., how it is used in space, how it is used in or under water, the type of geographical environment does it work the best in or exist in, look at it from a health, nutrition, exercise, mental health, lifestyle standpoint.

Skim the article: read the first paragraph, the first and last line of every following paragraph and the whole last paragraph.

Please record the web pages you visit on the class web-site record sheet long with your evaluation of the site. If there is information you wish to use from this article, copy and paste what you feel would be useful and put into a word processing document.

If you wish to visit additional sites, gather different information or use other sources, you may.

## RECOMMENDATIONS FOR CONSTRUCTING A WEB PAGE

Questions to note about sites you visit.

- ✓ What do you like or dislike about this site? Why?
- ✓ How predictable is the site? For example, do you have a picture in your mind about your "location" within the site?
- ✓ What characteristics do the sites you like and dislike have in common (i.e., font, text layout, navigation link options, color, graphics, etc.)?

As a **minimum** your project must have the following:

- At least 6 pages, including
  - a table of contents page
  - a page with credits - where you found information
  - page on social studies
  - page on science
  - page on math
  - page about you
- At least one sound recording
- A button on each page
- A picture taken off the web or scanned
- A picture or object that you draw
- A graphic object
- A text object on each page
  
- Write with short paragraphs
- Use bulleted items
- Link only main ideas
- Avoid pages longer than the average computer screen
- Use small images to avoid long download time
- Use a common presentation style for each page
- Include a header, title and contact information on every page
- make a strong web site by keeping it predictable
- Keep it simple
- Include an explicit menu
- Put navigation options at the bottom of each page (icons are ideal)

Compiled from Fehling (1998), Hall & Basile (1997) and Szostak (1998)

### 5 W & H for Web-Pages

**WHO**  
**WHAT**  
**WHEN**  
**WHERE**  
**WHY**  
**HOW**

When you are writing your article for the web, try to answer these questions in each section.

- WHO:** Who invented, refined, developed, manufactured your topic? Who is the fastest, slowest, biggest, best person for your topic?
- WHAT:** What was the reason for this topic? What difference does it make? What is its value to the world, to the community, to you or me? What is your connection to it? What does it cost? What does it usually look like? What is the best way to take care of it?
- WHEN:** When is the most supreme version going to be on the market? When is the best time to use it? When will it be affordable?
- WHERE:** Where does it work best, least, fastest, slowest? Where would I find it? Where is it used?
- WHY:** Why does it matter? Why was it made? Why is it the biggest, best? Why is it that way? Why do you feel this way?
- HOW:** How did it get to be so popular, cool, fast, etc.? How many places in the world have it? How often is it used? How many people use it?

## WHAT MAKES A GOOD WEB PAGE?

- ❖ We will spend some time examining some web pages to determine what constitutes a good web page and what does not.
- ❖ Choose five web pages and write up a list of things you like and dislike about each page.
- ❖ For each page, you should attempt to list at least ten comments describing what you like or do not like about the site.
- ❖ After you have created your list, compare your comments for each site and attempt to come up with five general ideas about what you feel constitutes a good web page.

## **SOCIAL STUDIES**

Behavioral Science

History

Political

Economics

Geography

## **MATH**

Real Life Applications

## **SCIENCE**

Plant & Animal Biology

Human Biology

Earth Science

Chemistry

Physics

Pick two areas from each of these subjects and write a 1-2 pages about them, incorporating a minimum of 3 web sites for each area.

Start asking yourself some questions about the topic and your theme. Your research will be centered around answering the questions you have asked.

What do you want to know? What do you want to tell others about your topic. You can be as creative as you wish. One area that I think is pretty flexible is your family history. For example, if you have racers or hunters in the family, talk about them and their careers, or interview them (I can help you with this). You might also do some family heritage indicating what got you here and where you are today.

Another component that you will incorporate is career exploration. I have asked Donna to do some career work with you to put on your introduction page. You can also go and look at Vicky's web-page (on the list) and click on her job exploration links. I would like you to include some future goals (college, career, parenting, etc.)

Bring pictures of your family to scan onto your pages.

Don will also work with you on your math project. Write down all the things you would like to do with \$100,000 in your topic. Enter a race, buy pieces of art (go to France to do it), go on a bow-hunting safari, etc. What sorts of things do you need - passport, travel costs, motorcycle & gear, compound bow, tour guides, entry fees, etc.?

## STUDENT INPUT CHECK AND PROGRESS EVALUATION

(This is for teacher information only.)

**Briefly summarize what you have "learned" by participating in this project that you may not have learned otherwise?**

*I'm learning how to use a computer. I'm also learning a little bit about hunting brown beer (sic). I learned how to get things off the Internet and put them on a disk, rearrange the images and change the shapes and sizes. I learned how to search for things in detail and find what I want on the Internet.*

**Please discuss some areas of difficulty you have encountered and how you tried to solve them?**

*My difficulty is finding information. I just keep looking until I find a site I like. Searching on the Internet has been kind of a problem, but I have learned to be more precise so that I find what I want – kind of! Some of the difficulty I encountered was that the computer froze up on me several times. The biggest problem I had was putting my web page together; I am not very good at making things up in my head.*

**Share some successes that you feel good about.**

*I did a really cool math thing with \$10,000 dollars, invested it and let it collect interest over 20 years. Math! How to search on the Internet. Be friends with the computer. I feel that I learned a lot about getting things off the Internet and saving them to a disk and that was the only reason I even wanted to do this project.*

**Would you recommend this as a project worth doing again, especially if some of the difficulties you have encountered are fixed?**

*Yes!!! Yes I would, because you can learn a lot off the Internet. It made me more open to the world. I would recommend this project to anyone who wants to make a web page even with the difficulty I had.*

# **Using Video Recording in ESL Classes**

By Sandy Campbell, Lake Washington Technical College

## **Introduction**

Although computers and the world of the Internet have become commonplace in virtually every educational institution, there are still situations where instructors find themselves without these cyber-tools in the classroom. In these situations, it is helpful to also have some uses for the less sophisticated technology in the classroom. In the following article, I am going to outline some ways in which I have used video in the classroom to assist with the task of assessment in second-language classrooms. Please note that although my experience is primarily based in ESL, these assessment strategies could be used in an ABE classroom as well, particularly in the area of interpersonal, problem-solving, and group effectiveness skills.

## **Background**

When I began teaching ESL, I was often amazed at the considerable progress students made in their oral communication skills over a relatively short period of time. If given enough time to practice, students in my level 2 ESL classroom were often able, by the end of one or two quarters, to conduct substantive conversations for an extended time on topics that were familiar and interesting to them.

However, concurrent with that observation was the observation that many students were unaware of their own progress. I believe this was due in part to their lack of confidence and that they were not able to see themselves as competent in English. The other factor was that they were not accustomed to reflecting on and being conscious of their learning processes. Many students come from cultures where learning is passive and teacher-dependant. When we ask these students to think about their own goals and their own learning process, they are, quite frankly, at a total loss.

To address both of these issues, I decided to use video in a very specific manner to document students' progress in oral communication.

## **Initial Strategy**

My first efforts to incorporate the use of video were somewhat flawed. I had not thought through the process as well as one should, and as a result, did not address videotaping the students until the end of the quarter. At that time, I asked students to meet with me one-on-one and talk about their progress in the classroom. I warned them in advance that they would be videotaped for our own personal use.

The results were mixed, but nevertheless showed me the value of video. I taped the interviews, but often got long, awkward silences as I asked students questions about their learning during the quarter. As an instructor, the time spent both taping and viewing the tapes with the students was unworkable, to say the least. Nevertheless, I noticed that students

were fascinated (aren't we all?) by their images on tape, and as we watched, I was able to point out where they had improved in their speech patterns and pronunciation. They were highly attentive, and appreciated seeing their own performance on video.

### Once More with Feeling...

The next time I used video I attempted to learn from my mistakes. First, I realized that students needed a "before" and "after" to compare their performance, so I made short videos at the beginning of the quarter. This gave them the opportunity to see improvements (with my assistance) in their oral communication skills. Secondly, I videotaped in conversation groups, rather than individually. This made the time commitment much more manageable, and students felt more at ease working together rather than separately. Thirdly, I gave students the questions for the interview well in advance of the taping, and I asked them to write down their responses. This allowed the reflection time to take place in advance of the taping, thereby eliminating those long, awkward pauses and the "deer caught in the headlights" response that was so painful in the first taping.

### The Questions

One of the most valuable lessons I learned was from formulating the questions for students to reflect on. I realized that students needed help with thinking carefully about their goals, and that this was an unfamiliar process to them.

At the beginning of the quarter, I asked them to think about their goals in English. However, to avoid the mind-numbing repetition of the standard "I am in this class because I want to learn English" I asked them very specific questions and demanded specific examples. This was crucial. I asked them to think of things they currently can't do because of their English limitations, and things they would like to do with more proficiency in the language. I gave them examples such as "Right now, I can't talk to my boss because he talks too fast. I want to be able to talk to him." or "Right now, I don't go to my kid's school because my English is too bad. I want to talk to my kid's teacher." Providing these examples seemed very helpful to get students thinking.

At the end of the quarter, I employed a similar strategy. I asked them to again reflect on their progress in terms of specific activities in their daily lives. Again, I provided examples to assist them with their thinking, such as "Before, I used to hang up the phone if the person spoke English. Now, I can say 'Can I take a message?'" or "Before, I used an interpreter at the doctor. Now, I go on my own." (Incidentally, all these examples are taken from actual student comments!) Again, asking for specifics and providing examples seemed tremendously helpful to the students.

## The Results

The results were amazing. Given the time to reflect on these questions, students came up with some marvelous examples of their own progress. Working in groups helped trigger other thoughts as they listened to their classmates' success stories. If they got stuck, they could always refer to their written copy (script) for help. Sharing these stories of progress and increased competence in a group was a tremendously uplifting experience. Viewing the tape afterwards was another affirmation of their abilities. And finally, if we ever get some money to do it, the instructors at my college would love to put together some clips of students telling their stories, and use it at workplace literacy sites to demonstrate to employers the value of onsite ESL!

## Conclusion

Using video in the classroom takes time. I generally try to book out one day at the beginning and end of the quarter for scheduling the interviews. Each group (of 4 or 5 students) takes about 30 to 45 minutes. However, I firmly believe that the end result is worth the effort. Students are given an opportunity to develop some excellent skills in becoming self-directed learners. They learn to work well in groups. They learn to self-assess and set goals. And most importantly, they get a chance to see how well they are doing. And isn't that what we want for all students?

## References and Resources

### References

- Fehling, E. (1998). Classroom web pages. A how-to guide for educators. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education Training for Employment, Ohio State University. (ERIC Document Service No. ED 419 522).
- Hall, A. & Basile, B. (1997). Building student-centered web sites in the K-12 classroom. (ERIC Document Service No. ED 416 831).
- Szostak, D. (1998). Meaningful integration of technology into middle school social studies classroom. University of Virginia. (ERIC Document Service No. ED 419 510).

### Print Resources

- Graham, C. (1978). Jazz chants. New York: Oxford University Press.
- Kennedy, J. (1997). Celebrate with us. Chicago: Contemporary Books.
- King, J & King M. (1995). Famous black Americans. Austin: Steck-Vaughn.
- Lehrburger, E (Exec. Ed.) (1994). Real-life English. Austin: Steck-Vaughn.
- Savage, K., Mooney Gonzalez, P., & McMullin M. (1996). Crossroads café worktext A. Boston: Heinle & Heinle Publishers.
- Savage, K. L. & Mooney Gonzalez, P. (1996). Crossroads café photo stories A. Boston: Heinle & Heinle Publishers.
- Servais, S. & German, M. (Ed.) (1994). Personnel Director. Fairfield: EZ Legal Forms.
- Shapiro, N. & Adelson-Goldstein, J. (1998). Oxford Picture Dictionary: Monolingual. New York: Oxford University Press.
- Steck-Vaughn Publishers Raintree (Eds.) (1997). Vocabulary Connections. Austin: Steck-Vaughn.

## Software

*Inspiration*

Inspiration Software, Inc.

<[www.inspiration.com](http://www.inspiration.com)>

7412 SW Beaverton-Hillsdale Road

Portland, OR 97225-2167

## Videos

*GED on TV*

Kentucky Educational Television

<[www.ket.org](http://www.ket.org)>

600 Cooper Drive,

Lexington, KY 40502-2296

*Crossroads Café*

INTELECOM

150 East Colorado Blvd. Suite 300

Pasadena, CA 91105-1937

# Integration Grid

Lesson	ABE	ESL	GED
Animals	X	X	
Assisted Suicide	X	X	X
Chinese New Year	X	X	
Citizenship and the Constitution	X	X	X
Crossroads Café		X	
Coming to America		X	
Job Preparation	X	X	
Unit 1		X	
Unit 7		X	
Unit 8		X	
Unit 9		X	
Unit 14		X	
Earthquakes	X	X	
Famous Americans	X		X
Kennewick Man	X	X	
Popocatepetl's Shadow	X	X	
Student Web Pages	X		X
Using Video		X	

Writing	Science	Social Studies	Math
X	X	X	
X		X	
		X	
		X	
X			
X			
X	X	X	X
X	X	X	
	X		
X	X	X	X

Internet	Video Tape	Application software	Educational Software	E-mail
X				
X		X		
X				
X				
	X			
	X			
	X			
	X			
	X			
	X			
X		X		
X	X	X	X	
X				
X				
X		X	X	X
	X			

Page
3
4
5
6
10
10
11
13
14
16
18
20
22
24
25
26
28
40



**U.S. Department of Education**  
 Office of Educational Research and Improvement (OERI)  
 National Library of Education (NLE)  
 Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

Title: <p align="center">A Guide to Integrating Technology into Basic Skills Instruction</p>	
Author(s): <u>Catherine Cantrell, editor</u>	
Corporate Source: <p align="center">Northwest Regional Literacy Resource Center</p>	Publication Date: <p align="center">December 1999</p>

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

\_\_\_\_\_

\_\_\_\_\_

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**1**

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

\_\_\_\_\_

\_\_\_\_\_

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2A**

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

\_\_\_\_\_

\_\_\_\_\_

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2B**

Level 1




Level 2A




Level 2B




Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.  
 If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

*I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.*

**Sign here, →**

Signature:	Printed Name/Position/Title: Catherine Cantrell, Technology Specialist	
Organization/Address: <p align="center">2120 S. Jackson Street Seattle WA 98144</p>	Telephone: 206-587-4988	FAX: 206-587-4900
	E-Mail Address: ccantrell@literacynet.org	Date: 5/9/00



### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: Northwest Regional Literacy Resource Center
Address: 2120 South Jackson Street, Seattle, WA 98144
Price: \$ 8.00

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:
---

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility**  
1100 West Street, 2<sup>nd</sup> Floor  
Laurel, Maryland 20707-3598

Telephone: 301-497-4080  
Toll Free: 800-799-3742  
FAX: 301-953-0263  
e-mail: [ericfac@inet.ed.gov](mailto:ericfac@inet.ed.gov)  
WWW: <http://ericfac.piccard.csc.com>